

 **Mill Lane**

**Primary School**

Modern Foreign Languages Policy

 March 2019

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| Updated: Charlotte Wood |
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| Review Date: March 2021 |

Mill Lane Modern Foreign Languages Policy 2019

*‘Learning a foreign language is a liberation from insularity and provides an opening*

*to other cultures. A high-quality languages education should foster pupils’ curiosity*

*and deepen their understanding of the world. The teaching should enable pupils to*

*express their ideas and thoughts in another language and to understand and*

*respond to its speakers, both in speech and in writing. It should also provide*

*opportunities for them to communicate for practical purposes, learn new ways of*

*thinking and read great literature in the original language. Language teaching*

*should provide the foundation for learning further languages, equipping pupils to*

*study and work in other countries.*’

Purpose of Study, National Curriculum, September 2013

**Introduction**

At Mill Lane Primary, we celebrate the fact that as a multicultural school we have many children who speak another additional language or languages. We embrace with confidence and open mindedness the learning of languages, secure in the knowledge that our young people will be equipped with the ideology and skills needed to both live and succeed in a multicultural, European and International society.

In that spirit, we aim to enthuse our students, throughout KS2, to learn French through stimulating and challenging lessons delivered using a wide variety of teaching and learning styles, which we are continually seeking to develop. We will not stand still as we seek to increase the motivation and raise the achievement of our students. Emphasis is placed on students working actively in lessons and on the teacher building up students’ confidence in order to enable them to understand and enjoy using French.

**Rationale**

Language is at the heart of all the learning a pupil does. It is how they receive knowledge, express themselves and communicate from the earliest of stages. The learning of a language enhances their abilities to communicate helps to develop social communication skills.

Learning a language helps the development of an understanding of the many purposes for which language is used. It promotes an awareness of the diversity of forms that language can take; thus developing awareness of the child’s own use of English and/or their first language.

**Aims and Objectives**

Taken directly from the National Curriculum (2014), the aims of language learning are to:

• understand and respond to spoken and written language from a variety of authentic sources;

• speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say, including through discussion, asking questions, and continually improving the accuracy of their pronunciation and intonation;

• write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt;

• discover and develop an appreciation of a range of writing in the language studies.

Some further aims not stated in the National Curriculum (2014) are to:

* Learn about some of the cultural aspects of the language studied;
* Develop the ability to contribute more effectively to modern society.

**Children will learn to:**

• listen attentively to spoken language and show understanding by joining in and responding;

• explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words;

• engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help;

• speak in sentences, using familiar vocabulary, phrases and basic language structures;

• develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases;

• present ideas and information orally to a range of audiences;

• read carefully and show understanding of words, phrases and simple writing;

• appreciate stories, songs, poems and rhymes in the language;

• broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary;

• write phrases from memory, and adapt these to create new sentences, to express ideas clearly;

• describe people, places, things and actions orally and in writing;

• understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.

**Teaching**

KS2 children are entitled to one hour of MFL teaching a week. Teaching of MFL is flexible at Mill Lane Primary School in order to meet the needs of the class. Therefore, it is up to the discretion of the class teacher as to how they ensure that the children receive one hour. This can be done through a one one-hour lesson; or a thirty-minute lesson, supplemented with the use of French across daily activities (e.g. the register, songs after lunch, games targeting the specific vocabulary at the end of the day, etc.); five short, daily lessons; or any combination of lesson length, providing that one full hour of MFL is taught per week.

KS2 teachers will teach French, if they have any concerns they can ask the MFL subject lead. The MFL subject lead will support staff with delivery of the subject by team-teaching or modelling lessons and ensuring that the scheme of work is available to staff at all times.

**Inclusion**

Primary Language teaching at Mill Lane Primary School is fully inclusive. No child is excluded by reason of a learning difficulty, or because they have English as an additional language and we take all reasonable steps to ensure that the needs of the individual child are met. Experience has indeed shown that such children can derive particular benefit from taking part in Primary Language learning activities.

Language learning activities are planned in such a way as to encourage the full and active participation of all pupils. Work is differentiated as appropriate to the needs of individual children. Pairs and groups for collaborative work may be made up in different ways, depending on the task. Children who are linguistically gifted and talented are targeted with more demanding questions and given the opportunity to manipulate and extend the target language in pair and group work. Some tasks include a wider vocabulary and pupils are given the chance to choose what they include in their own work.

**Planning and resources**

The MFL long-term plan is derived from the broad guidelines set out in the National Curriculum (2014). The school’s Scheme of Work acts as the medium term plan and ensures that there is continuity and progression in both skills and content across all classes and year groups. KS2 class teachers complete a weekly (short-term) plan for the teaching of MFL in line with other curriculum Foundation Subjects. This lists the specific learning objectives and expected outcomes for each lesson, and gives details of how the lessons are to be taught.

**Monitoring progress and assessing attainment**

Opportunities to monitor the children’s progress in French are built into our programmes of study. Most assessment is formative and is used to support teaching and learning and to inform future planning. Assessments are based on observation of children working on different oral activities and (where appropriate) written product.

**Subject leader**

The subject leader will strive to observe a French lesson at least once a term. The subject leader will ask teachers for photos, written or descriptive evidence in order to monitor what children have been doing in French and evidence that it is being taught.

To be reviewed Date: March 2021